

Manuscript 1316

Ready or Not: The Leadership Preparation of Preservice Teachers at Christian Liberal Arts Institutions

Kelly A. Lenarz

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Abstract

Teacher leadership is a component of teaching that exists from the beginning of a teacher's career and continues to develop over the course of their career trajectory. Research on teacher leadership at the preservice level is limited, but it does speak to the consideration for the starting point of teacher leadership development to be within teacher preparation programs. This quantitative study examined the preparation of preservice teachers for leadership at Christian liberal arts institutions of higher education. One hundred student teachers completed an online survey to determine the relationship between teacher licensure area (elementary, secondary, K-12, and special education) and leadership behaviors, opportunities, and aspirations. A descriptive analysis was then conducted based on general teacher leadership qualities and the following typologies of teacher leadership: (a) instructional innovator, (b) professional learning leader, and (c) administrative teacher leader. The results of this study add to the existing research that a professional culture built around teachers as leaders is important to the education profession and should be considered throughout all stages of a teacher's career, starting at the preservice level.

Keywords

teacher leadership, preservice teachers, student teachers, teacher preparation program, educator preparation provider, teacher licensure

Ready or Not: The Leadership Preparation of Preservice Teachers at Christian Liberal Arts Institutions

Kelly Lenarz, Trinity Christian College

Introduction

The increased importance of teacher leadership in schools today is changing the role of a teacher. Therefore, educator preparation providers and their programs that prepare preservice teachers to teach in schools must change as well. According to Forster (1997), leadership “is a fundamental part of fulfilling one’s professional role and responsibilities” (p. 83). Preservice teachers need training in and experiences in leadership if they are to be effective in their role as teachers and think of themselves as leaders once they enter the teaching profession and their school community. “Beginning teachers are in fact not too young to lead; they have a wealth of energy, insight, and enthusiasm to offer and perhaps, in their inexperience, are open to possibilities that others may not be” (Pucella, 2014, p. 20). Bond (2011) pointed out that first-year novice teachers “are expected to function at the same level as veterans in terms of instruction in the classroom and engagement in the activities in the larger school community. Leadership from beginning teachers is implied” (p. 281). Ado (2016) argued that the starting point for the career-long process of teacher leadership should be preservice teacher coursework and experiences. Teacher leadership preparation at the preservice level would allow novice teachers to begin their careers with confidence in their capacity to lead and with aspirations to positively impact student learning and school culture.

The increased importance of teacher leadership in schools today is changing the role of a teacher. Therefore, educator preparation providers and their programs that prepare preservice teachers to teach in schools must change as well.

Ideally, formal teacher leaders, such as reading specialists, math coaches, professional development providers, program directors, curriculum coordinators, spiritual formation mentors, and chapel advisors would work full-time outside of the classroom and occupy roles in between teaching and administration. However, it is often the case that teacher leaders in Christian schools serve as full-time or part-time classroom teachers who, in addition to their assigned teaching duties, take on extra responsibilities and leadership roles. These teacher leaders “identify with and contribute to a community of teacher learners and leaders; influence others toward improved educational practice; and accept responsibility for achieving the outcomes of their leadership” (Katzenmeyer & Moller, p. 6).

The purpose of this study was to explore the extent to which preservice teachers in Christian liberal arts institutions felt prepared for

Kelly Lenarz is Associate Professor of Education & Dean of Education at Trinity Christian College.

leadership during their teacher preparation program in order to determine their potential to take on opportunities to lead within and beyond the classroom once they enter the teaching profession.

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Background

Leadership for teachers, including preservice teachers, is important to the education profession; however, customarily Christian institutions of higher education have viewed teacher preparation and leadership training at the undergraduate level as separate programs of study. Programs that combine teaching and leadership are most often targeted toward inservice teachers and occur at the graduate level or are offered through professional development. on preparing teachers from a Christian perspective. The burden currently is on higher education to get preservice teachers totally ready for inservice teaching. Programs to bridge preservice to inservice teaching aren't always formalized in K-12 schools, both public and private. Teacher induction and mentorship programs are valuable, but such programs are at the mercy of school funding and administrative priority. "There is a great deal of consensus around what can be done to support teacher leaders once they are in schools. However, there is less certainty about what or how preparing preservice teachers for teacher leadership should occur" (Ado, 2016, p. 5). What can teacher preparation programs do to help preservice teachers transition into inservice teaching, and would doing these things retain more new teachers in the profession? The answer to this question is the rationale for why Christian liberal arts institutions should particularly care

about teacher leadership. Christian liberal arts institutions play an essential role in the leadership preparation and potential of preservice teachers from a Christian perspective at the undergraduate level.

What can teacher preparation programs do to help preservice teachers transition into inservice teaching, and would doing these things retain more new teachers in the profession? The answer to this question is the rationale for why Christian liberal arts institutions should particularly care about teacher leadership. Christian liberal arts institutions play an essential role in the leadership preparation and potential of preservice teachers from a Christian perspective at the undergraduate level.

Teacher preparation programs are proficient at addressing pedagogy. Teacher preparation program coursework includes best practices in the areas of curriculum, instruction, assessment, and classroom management (Bond, 2011). However, Bond claimed that preservice teachers need to also look at pedagogy and best practices "through the lens of leadership" (p. 288). Preservice and novice teachers need to develop the perception that leadership is an action, not just occupying a designated role or position. "It is not enough to have Christian perspectives without embodied practices and intentional engagement that are consonant with them" (Smith, 2018, p. 129). Leadership should not be done out of obligation but out of purpose. "The practical leadership frame views teacher leadership as the actions that the teacher takes within a context or situation and values the purposes that drive those actions" (Sato et al., 2014, p. 5). The expectation of teacher leadership, and the responsibility that comes with it, can be cultivated by educator preparation

providers in their undergraduate teacher preparation programs (Sherrill, 1999).

If preservice teachers can develop leadership knowledge, skills, behaviors, and dispositions, they will not only be effective teachers, they will aspire to be effective Christian leaders as well. The ability to teach and lead simultaneously from a Christian perspective will not only personally and professionally benefit the preservice teachers, it will provide better learning experiences for their students, build capacity with their fellow teachers, and positively impact the school culture and community.

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The education profession is very practical in nature and teacher preparation programs can tend to be solely focused on training for a teaching career. However, teaching and leadership preparation can be distinctively framed for preservice teachers at Christian liberal arts institutions of higher education as a pursuit of a vocation and calling. Teacher preparation programs at Christian liberal arts institutions must be orientated to prepare preservice teachers for a calling. Neafsey (2006) believed that the place God calls you to is the place where your deep gladness and the world's deep hunger meet.

Teaching can be seen as a social responsibility and civic engagement. The future well-being of the world can be seen as dependent on teachers. As preservice teachers are learning how to teach, they also need to reflect on why they want to lead. Neafsey referred to this as the balance between personal heart (inward calling) and attention to the needs of the world (outward calling). Teaching and leadership practices can be infused with a sense of calling, and Neafsey suggested this can be done by asking questions such as: What do you really care about? What do you plan to do with your life? Is your life about something that matters? What do you have to offer the world? How do you hope to make some difference (even if it is small) for the better in this world? What does the world need from you? Stanley (2017) explained this as engineering a vision that often begins with the inability to accept things the way they are. It is a conviction, a tension, between what is and what should be. "A God-ordained vision will begin as a concern. You will hear or see something that gets your attention. A thought related to the future will generate an emotion. Something will bother you about the way things are or the way things are headed" (Stanley, 2017, p. 21). Teacher leadership when framed as a calling can be seen as a social responsibility and civic engagement, and Christian liberal arts institutions can challenge preservice teachers to approach the painful reality of the fallenness of the world and the suffering students experience today due to injustice, inequity, and abuse with a sense of hope for restoration.

Review of the Literature

Teacher leadership is a concept that has existed for decades, has been readily described in research, and deemed important by many educational scholars and practitioners; however, the need for the preparation of preservice teachers for leadership is recent, relevant, and necessary.

The rationale for preservice teacher leadership preparation is based on three basic claims. The first is timing. Preservice teacher preparation is a critical point in the continuum of a teacher's career-long development and the potential for

leadership must be present at the preservice stage (Ackerman & Mackenzie, 2006). There is an opportunity that exists for teacher preparation programs at Christian liberal arts institutions to approach teacher leadership preparation from a Christian worldview that does not exist at public universities or other private colleges. Beversluis (2001) shared,

A Christian school is good when its teachers are clear in their own heads and hearts about what Christians must be and do in the world, clear about Christ and culture, and about worldly holiness; and when their teaching reflects that understanding. (p. 31)

Teacher preparation programs must approach the content they teach and the pedagogies they employ from a Christian perspective. Garber (1996) talked about the importance of professors allowing students to weave together belief and behavior and about the need for a mentor, and a community so that individuals can grow and sustain a faithful life, and so that their career can be their calling. "One thing is clear: for those who learn the deepest lessons – ones in which visions of one's world and of one's place in it are transformed—there is always a teacher whose purposes and passions ignite a student's moral imagination" (Garber, 1996, p. 155).

In addition, according to Bond (2011), preservice teachers must be introduced to the value of teacher leadership, be open to developing as a leader, and be given opportunities to cultivate leadership skills. "Novices are expected to function at the same level as veterans in terms of instruction in the classroom and engagement in the activities in the larger school community. Leadership from beginning teachers is implied" (Bond, 2011, p. 281). Walsh and Middleton (1984) suggested,

Our worldview determines our values. It helps us interpret the world around us. It sorts out what is important from what is not, what is of highest value from what is

the least. A worldview, then, provides a model of the world which guides its adherents in the world. (p. 32)

According to Angelle (2017), "Teachers who step into the classroom ready to lead children and model best practices for their peers begin their leadership work at an advantage" (p. 103).

The second reason for the need for preservice teacher leadership development is that novice teachers are expected to perform the same tasks and responsibilities on their first day of teaching that experienced teachers do. Bond (2011) proposed the idea that teacher leadership should be introduced to preservice teachers while they are learning about pedagogy. "Teacher preparation programs, under the guidance of knowledgeable teacher educators, are ideal places to introduce the concept and begin to develop the knowledge, skills, and dispositions that give preservice teachers a leadership frame" (Bond, 2011, p. 281). According to Bond and Sterrett (2014), who conducted a case study that examined pre-service teachers who served as officers in a professional education organization, "Learning to lead while learning to teach can occur optimally during teacher preparation" (p. 26). Data from their interviews and surveys showed that participants wanted to lead an organization in their career field and that they became confident in their leadership abilities through this experience and through interacting with faculty.

Bond (2011) cited the following rationale for the concurrent preparation of preservice teachers in the areas of pedagogy and leadership: "First, the preparation time is a critical period in a teacher's professional life" (p. 281). Educator preparation providers are formative to the teacher preparation process, and Christian liberal arts institutions have the opportunity for the discipline of education and the formation of Christian worldview to intersect and inform each other constantly, allowing preservice teachers the opportunity to work towards finding their place in the profession and the world. Walsh and Middleton (1984) shared, "Worldviews are best understood as we see them incarnated, fleshed out

in actual ways of life. They are not systems of thought, like theologies or philosophies. Rather, worldviews are perceptual frameworks” (p. 17). A Christian worldview is an important part of the curriculum in teacher preparation programs at Christian liberal arts institution and should be integrated into course objectives, assessments, field experiences, and program requirements.

Second, the education profession expects a lot out of the performance of novice teachers, and so preservice teachers must be well prepared. What is expected of experienced teachers is often also expected of first-year teachers. Teacher preparation is an important time for preservice teachers to develop pedagogy and methodology, and Christian liberal arts institutions have the opportunity to prepare preservice teachers to develop and design teaching practices that resonate with Christian convictions and practices such as worship, prayer, Scripture reading, giving, and service (Smith, 2018). Smith wrote, “There is no quick recipe for Christian pedagogy, just a long process, worked out with fear and trembling” (p. 136). This process should start in preservice teaching, so individuals are equipped, confident, and ready to be effective teachers and leaders once they enter the profession.

Third, all teachers, even preservice teachers, are expected to serve in some leadership capacity or another. Ryan (2017) conducted an analysis and synthesis of over 300 preservice teachers’ practicum reflections on the development of professional and personal understandings of leadership, teaching, and self. Ryan concluded that faculty in teacher preparation programs have the potential to help preservice teachers understand the opportunities that exist within a teacher’s career and the various ways in which teachers can acquire leadership skills, knowledge, and dispositions, both formally and informally. Holland et al. (2014) identified the efforts of three Colleges of Education to develop teacher leadership with preservice teachers through the use of video conferencing with practicing teacher leaders in the profession, and as a result, concluded that the need for teacher leadership is changing the role of the teacher, and as a result

educator preparation providers must also change in order to prepare preservice teachers to enter a community of accomplished practice. Holland et al. even proposed that as teaching evolves further “the term teacher leader will be obsolete as the words teacher and leader will be redundant” (p. 434).

In addition, teacher leadership preparation has long been assumed to be a natural progression for teachers. Pearce (2015), in his study of the Teacher Learning and Leadership Program (TLLP), a self-directed, job-embedded leadership program provided by the Ontario Ministry of Education and the Ontario Teachers’ Federation, claimed that in essence teachers are leaders in their own classrooms and therefore it is reasonable to assume that teachers possess leadership skills. However, Pearce asserted that it is still important to provide teachers with the necessary support and opportunities to develop as leaders. Katzenmeyer and Moller (2009), who offer over two decades of experience in the study of teacher leaders, warned that teachers should not just assume leadership positions without any preparation or training just because they appear to be able to teach effectively and collaborate with colleagues. “Too often, we assume that competent, credible, and approachable teachers, who have instructional proficiency with their own students are ready to be leaders” (Katzenmeyer & Moller, 2009, p. 44).

Teacher leaders need quality leadership preparation. Ado (2016) conducted a qualitative study on preservice teachers who were enrolled in an undergraduate teacher preparation course and affirmed that a starting point for teacher leadership development can be in teacher preparation programs. Ado found that the preservice teachers, though they were just at the start of learning how to become a teacher, demonstrated the knowledge and skills needed for teacher leadership. “Findings from this study show that as a result of participating in a course that emphasized teacher leadership, they are embarking on their pathway towards becoming teacher leaders as well” (Ado, 2016, p. 17). According to Van der Heijden et al. (2015),

providing preservice teachers with insights on teacher leadership helps them “complete or adjust their picture of the future profession” (p. 697).

Finally, preservice teacher leadership preparation is important because the education profession needs teachers to stay in the profession. The hope is that

all of God’s people might love and serve him with gladness and singleness of heart, in our various vocations taking the wounds of the world into our hearts and finding in that calling that our own hearts are healed too. (Garber, 1996, p. 200)

Each calling to teaching and leadership will take teachers to different places, relationships, and responsibilities, which in turn will develop a compelling influence in education and a stronger sense of vocation and calling.

Preservice teacher leadership preparation also contributes to teacher retention in the early stages of a novice teacher’s career. Forster (1997) believed that educator preparation providers must help preservice teachers understand that teaching and leadership are inherent in and integral to their role as a professional educator. “Commitment to leadership must be instilled as teachers are prepared to enter the profession and reinforced thereafter. It cannot be incidental learning or an assumption that the commitment exists simply because one chose teaching as a career” (Forster, 1997, p. 88). If preservice teachers are equipped for leadership early on in their careers these individuals can possess a sense of commitment that may very well keep them in the field. “The leadership deficit in our schools is in multiple ways closely related to issues of retention” (Pucella, 2014, p. 16). The teaching profession is often considered a flat career (Ado, 2016). Nordengren (2016), who conducted a study on the role of teacher performance assessments in teacher preparation programs, believed, “Without early and frequent opportunities to practice leadership, the profession of teaching may watch its leadership

skills atrophy as prepared teacher leaders exit the profession” (p. 97).

Participants

A convenience sample of 100 student teachers was obtained for this study. Eighty females and 20 males completed the survey, and the ages of the participants ranged from 21 to 46. Inclusionary criteria to participate in the study were as follows: (a) must be currently enrolled in the final semester of a teacher preparation program at a Christian liberal arts institution, (b) must be student teaching full time in a Christian and/or public school setting, and (c) must not already hold a teaching license.

Participants identified a licensure area that was matched to their declared major and program of study. The breakdown of participants according to licensure area is as follows: 32 participants were seeking licensure in elementary education grades one through six, 22 participants were seeking licensure in secondary education in the content area of English, math, history or science, 22 were seeking K-12 licensure in the area of physical education, art, music, or Spanish, and 24 were seeking licensure in special education. Sixty-eight participants were enrolled in a traditional undergraduate program, and 32 participants were enrolled in an adult undergraduate program. All 100 participants were obtaining an initial teaching license.

While there were independent participant groups, there may have been some overlap in the coursework and experiences of the participants. Overlap could occur with general academic subjects, experiences related to the religious focus of the institutions, such as chapel participation, and the liberal arts requirements that the participants completed in their undergraduate programs, such as theology coursework. Overlap could also occur within the teacher preparation program itself. For example, students who are seeking secondary licensure concentrate on a specific licensure area like math, science, history, or English and so actually take more classes focused on their content area than they do

education program courses. There may also have been overlap within each licensure area. An individual who is earning a degree in elementary education may have a special education minor. Therefore, there would be overlap in the coursework and experiences associated with the elementary education and special education licensure areas. Another example of overlap is that the coursework for licensure in special education that focuses on pedagogy and methodology may overlap with elementary or secondary methods courses because the age range of the license is so broad.

Methodology

There were two disseminations of the survey: one in the fall of 2018 and one in the spring of 2019. Participants took the survey as part of their senior seminar course. Data were collected using an adapted version of The Teacher Leadership Readiness Survey. Permission to use and modify The Teacher Leadership Readiness Survey (Katzenmeyer & Moller, 2009) for the context of this study was granted directly from the authors. The survey tool consisted of 25 Likert scale items that examined how the participants related to teacher leadership skills, behaviors, opportunities, and values. The survey tool measured a range of specific characteristics related to teacher leadership work, not factors such as outcomes of teacher leadership. Each survey item was presented as a statement and was measured using a response scale with 1 indicating strongly disagree, 2 indicating disagree, 3 indicating neutral, 4 indicating agree, and 5 indicating strongly agree.

Katzenmeyer and Moller (2009) established content validity by employing a panel of experts to examine the survey items and confirm the intention of the survey, which was to measure leadership characteristics related to the work of teachers. Feedback was gathered independently, issues were addressed and resolved when necessary, and the construction of the survey was completed. The panel of experts also aided in determining the internal-consistency reliability of the survey. The survey was then piloted, and the

pilot study showed high internal reliability with Cronbach's alpha ranging from 0.83 to 0.93.

Measures of central tendency and variance were calculated using common descriptive statistics, and participants' responses were categorized according to licensure area. Inferential statistics was applied to determine if differences existed between the preservice teachers' programs of study (elementary, secondary, K-12, or special education) and the preservice teachers' self-identified behaviors, opportunities, and aspirations for leadership, as well as typology of teacher leadership.

A demographic questionnaire was also administered to collect information on the participants' educator preparation provider, licensure area, program format, gender, age, student teaching placement, and previous leadership experiences. In addition, a few open-ended questions were asked based on Danielson's (2014) *Framework for Teaching*, Interstate New Teacher Assessment and Support Consortium (InTASC) *Model Core Teaching Standards* (2013), and the *Teacher Leader Model Standards* (2011).

The study included four research questions that were answered using the combined *Teacher Leadership Readiness Survey*, open-ended questions, and demographic questionnaire. Research questions one, two, and three examined the differences between licensure area, which was the predictor in the study, and the leadership behaviors (question one), opportunities (question two), and aspirations (question three) of preservice teachers, which were the outcomes of the study.

1. What differences exist between the leadership behaviors of preservice teachers and their licensure area upon completion of their teacher preparation programs?

2. How do preservice teachers perceive professional responsibilities as possible

opportunities for leadership according to licensure area?

3. What difference does licensure area make in preservice teachers' aspirations for leadership roles within and beyond the classroom?

4. What typology of teacher leadership do preservice teachers represent?

All 25 survey items found on the Teacher Leadership Readiness Survey were compiled for research question four and a descriptive analysis was conducted based on the different roles of teacher leadership as determined by typologies created by Bae et al. (2016). Bae et al. adapted the Teacher Leadership Readiness Survey for a study they completed to determine teachers' leadership proclivity by taking all 25 survey items found on the Teacher Leadership Readiness Survey, categorizing the items into four different teacher leadership roles, and using confirmatory factor analysis to determine validity. The goodness of fit indices showed that the four-factor model was a good fit to the data. All factor loadings ranged from 0.41 and 0.71, meeting the criteria of a minimum factor loading to retain valid items (Matsunaga, 2010), and establishing empirical support for using the chosen survey items to assess readiness for teacher leadership within those four areas.

Bae et al. (2016) identified the following three types of teacher leadership: (a) instructional innovator, (b) professional learning leader, and (c) administrative teacher leader. An instructional innovator can be thought of as a subject area expert. Instructional innovators influence both the students they teach and the colleagues they work closely with. Instructional innovators are not interested in teacher leadership as it extends to administrative tasks or policy-related processes, but instead prefer to focus on teaching and interactions with students. Professional learning leaders impact colleagues beyond what instructional innovators do and their impact extends both within and outside of their schools, most often taking on the form of professional

development. Administrative teacher leaders serve as representatives for other teachers and act as change agents, especially in policy matters and partnership initiatives. The role of an administrative teacher leader involves "a strong commitment to shifting traditional top-down leadership structures toward a participatory decision-making culture" (Bae et al., 2016, pp. 924-925).

Although Bae et al. (2016) found that teacher leaders primarily fell into one of the three teacher leadership typologies identified above, there were teacher leaders who demonstrated characteristics and competencies of more than one typology. "Recognizing the three teacher leadership pathways presented in the study allows teachers who have leadership proclivity at varied levels of the education system to fill unique roles ideal for them" (Bae et al., 2016, p. 929). In addition, though not identified as a typology of teacher leadership, Bae et al. (2016) acknowledged general teacher leadership qualities such as finding work meaningful, respecting others, contributing to the success of the students and school, and being recognized and valued. Participants in this study were categorized into these four teacher leadership roles and a chi-square test of independence was then performed to examine the relationship between licensure area and typology.

Data Analysis

Research question one targeted the differences between the leadership behaviors of preservice teachers and their licensure area upon completion of their teacher preparation programs. Does the licensure area of a preservice teacher make a difference in their leadership behaviors? The participant's responses to the corresponding survey items that targeted leadership behaviors, such as seeing and valuing the points of view of colleagues, working with and cooperating with others, and possessing the knowledge, information, and skills to help students be successful were used to answer research question one. Measures of central tendency and variance for all leadership behaviors revealed $M = 4.4$, $SD = 0.37$ indicating that participants strongly agreed

that they possessed leadership behaviors. The highest leadership behavior outcome (M = 4.85) targeted participants working with others and the feeling that cooperating with colleagues was more important than competing with them. The lowest leadership behavior outcome (M = 4.40) targeted the value participants placed on time spent working with colleagues on curriculum and instructional matters.

When answering the open-ended question, "What are the different ways that teachers can enact leadership within the classroom?" participants revealed behaviors that aligned with the qualitative data. The top two responses were

modeling leadership behaviors, such as respecting others, and communicating with others, in particular, listening to them. All of the leadership behavior outcomes were normally distributed, and the homogeneity of variance assumption was supported, so an ANOVA was used to determine the differences in licensure areas and leadership behaviors. Table 1 shows the results were $F(3,96) = 1.05$, $p = 0.37$, $R^2 = .03$, revealing that there was not a relationship between licensure area and leadership behaviors of preservice teachers. No statistically significant results were found. Effect sizes, though reported, were not relevant.

Table 1 ANOVA of Leadership Behaviors for Licensure Areas

Source	df	Sum of Squares	Mean Square	F	Sig
Between Groups	3	.43	.14	1.05	0.37
Within Groups	96	13.02	.14		
Total	99	13.45			

Research question two addressed the question of how preservice teachers perceive professional responsibilities as possible opportunities for leadership according to licensure area. To answer research question two participants' responses to the corresponding survey items that targeted professional responsibilities and leadership opportunities, such as deciding best teaching practices and strategies, facilitating student learning, mentoring other teachers, and working with other faculty, including university faculty, were used. Measures of central tendency and variance for leadership opportunities were M = 4.3; SD = 0.32. Participants identified the greatest opportunity for leadership (M = 4.73) as

contributing to the overall success of the school and/or district. The lowest outcome for leadership opportunity (M = 3.98) was related to the idea that individual teachers should be able to influence how other teachers think about, plan for, and conduct their work with students. The outcomes for leadership responsibilities and opportunities were normally distributed, and the homogeneity of variance assumption was supported. The differences in licensure areas and the leadership opportunities as determined by an ANOVA were $F(3,96) = 1.36$, $p = 0.26$, $R^2 = .04$. As shown in Table 2 the results of the ANOVA showed no statistically significant relationships existed so post-hoc testing was not conducted.

Table 2 ANOVA of Leadership Opportunities for Licensure Areas

Source	<i>df</i>	Sum of Squares	Mean Square	<i>F</i>	Sig.
Between Groups	3	.41	.14	1.36	0.26
Within Groups	96	9.64	.10		
Total	99	10.05			

Research question three considered the difference that the licensure area makes in preservice teachers’ aspirations for leadership roles within and beyond the classroom. To answer research question three the participants’ responses to the corresponding survey items that targeted aspirations for leadership roles were analyzed for central tendency and variance ($M = 4.3$ $SD = 0.30$). Survey items that targeted aspirations for leadership roles included finding meaning in teaching and leading, contributing to the success of colleagues (which includes hiring new teachers, planning professional development, and making decisions related to school procedures, policies, and curriculum), and having the respect of administrators and other teachers. The greatest aspiration of the participants ($M = 4.9$) was wanting to work in an environment where they were recognized and valued as a professional.

Giving time to help plan professional development activities at the school and/or district was the lowest aspiration ($M = 3.91$). However, when participants were asked the open-ended question, “How do you plan to grow and develop professionally once you start teaching?” Sixty-three percent or 63 of the 100 participants answered professional development. The data regarding professional development indicated the participants’ desire to be recipients of professional development and not planners for it. As shown in Table 3 the outcomes were normally distributed, and the homogeneity of variance assumption was supported. An ANOVA determined the differences in licensure areas and leadership aspirations to be $F(3, 96) = .48, p = .70, R^2 = .02$. There was not a relationship between licensure area and leadership behaviors.

Table 3 ANOVA of Leadership Aspirations for Licensure Areas

Source	<i>df</i>	Sum of Squares	Mean Square	<i>F</i>	Sig.
Between Groups	3	.125	.04	.48	0.70

Within Groups	96	8.28	.09
Total	99	8.41	

Research question four asked what typology of teacher leadership do preservice teachers represent according to licensure area? For research question four the top typology for each participant was found by compiling all 25 survey items, conducting a descriptive analysis, and then calculating the mean for each typology. The highest mean value was determined to be the top typology, and frequencies for each typology were

calculated. Out of 100 survey participants, 57 participants identified most with general teacher leadership. As shown in Figure 1, 12 participants' top typology was instructional innovator, 12 participants' top typology was professional learning leader, and 19 participants were classified as administrative teacher leaders.

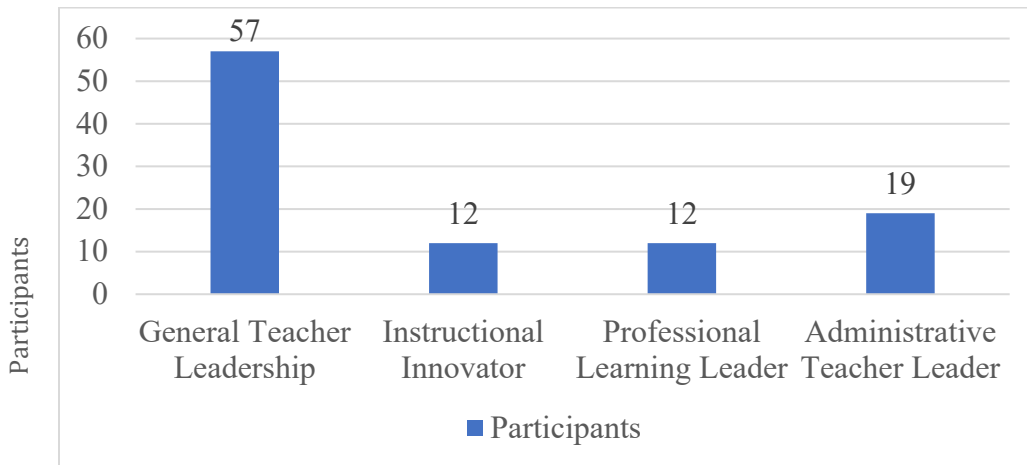


Figure 1. Frequency of teacher leadership typologies.

A chi-square test of independence was then performed to examine if the relationship between licensure area and typology was statistically

significant. Effect size was also calculated. Results are shown in Table 4.

Table 4 *Chi-square Test Of Leadership Typology for Licensure Areas*

	Value	df	Asymptotic Significance (2-sides)
Pearson Chi-Square	26.650 ^a	9	.002*
Likelihood Ratio	30.134	9	.000
Linear-by-Linear Association	.095	1	.758
N of Valid Cases	100		

**p* < .05

Note. 11 cells (68.8%) have an expected count less than 5. The minimum expected count is 2.64.

The relationship between licensure area and typology was statistically significant, $X^2(9, N = 100) = 26.65, p = .002$.

Typologies of teacher leadership according to licensure area are shown in Figure 2.

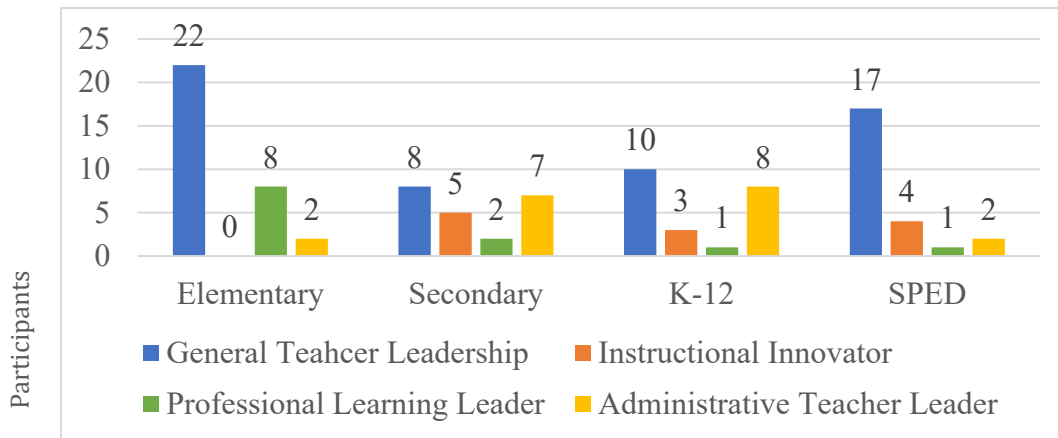


Figure 2. Teacher leadership typology according to licensure area.

Results

An analysis of the data gathered for research question one found that there were no differences

in the leadership behaviors of preservice teachers based on their licensure area upon completion of their teacher preparation programs. No

significance can be seen as potential and opportunity. The participants agreed that they possessed general leadership behaviors for relating to and communicating with others and that this would allow them to lead by example in their classroom.

An analysis of the data gathered for research question two found that no statistically significant relationships existed between opportunities and licensure areas. No statistical significance creates an opening in the curriculum for teacher preparation programs to address teacher leadership opportunities in all licensure areas. Opportunities for teacher leadership as identified by the participants in the study included influencing how other teachers approach and carry out their teaching, which includes deciding on and trying out new practices, and which impacts not only students, but the school and district as a whole.

An analysis of the results of research question three confirmed what other researchers have found, that licensure area does not make a difference in preservice teachers' aspirations for leadership roles within and beyond the classroom, but aspirations to impact the students, school, and district do still exist.

Research question four identified what typology of teacher leadership preservice teachers represented according to licensure area. One interesting finding that Bae et al. (2016) noticed in their study on teacher typologies, that is contrary to the data from the study, is that teachers new to the profession tended to identify as professional learning leaders. Bae et al. speculated that perhaps teachers new to the profession identified as professional learning leaders because of their lack of expertise and their eagerness to learn from other teachers. The study revealed preservice teachers most identified with general leadership in all licensure areas. However, it is important to note here that preservice teachers have not officially entered the profession yet. Bae et al.'s typologies of teacher leadership "provides a clearer conceptualization to support future work that moves beyond treating teacher leadership as

an umbrella term, and toward empirically investigating how different types of teacher leadership support the desired improvements in teaching and learning" (p. 927).

Implications

As evidenced in the study, teacher preparation, though a critical point in the continuum of a teacher's career-long development, does not regularly or intentionally include concepts of and opportunities for leadership. Preservice teachers should be encouraged to incorporate their beliefs into their leadership practices, and answer the call on their lives to be agents of Christ's renewal in the world, which has implications for the role of teacher leader – both for Christians teaching in Christian school settings as well as those teaching in public and private (secular) settings. Christian liberal arts institutions have the ability to create opportunities for preservice teachers to carry out a range of professional responsibilities. There is potential for preservice teachers to use their influence in leadership, thus developing a sense of vocation and calling that is dynamic, not static. Garber (1996) articulated this well: "Worldviews are not abstractions, they become ideas with legs that have metaphysical and moral muscle, enabling real people to make the hardest choices possible" (p. 21). Garber claimed it is possible to have multiple callings on your life at the same time, and that sometimes one calling often leads to another. This is the case with teaching and leading. Plantinga (2002) emphasized the immensity and sacredness of such an outlook on life and learning. "The whole of it stands under the blessing, judgment, and redeeming purposes of God" (Plantinga, 2002, p. xv).

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When participants in the study were asked how many leadership courses they had taken as part of their teacher preparation program, 66 out of 100 indicated they had taken zero classes. Twenty-five out of 100 indicated they had only taken one or two classes. Despite the lack of leadership courses, all participants in the study did have to take a course titled either *Christian Living* or *Philosophical Perspectives on Worldview* as part of the liberal arts curriculum. Topics and themes in courses such as these, such as being called to be a change agent of Christ's renewal in the world, could allow for articulation and application of leadership within a chosen discipline to make a difference in a chosen profession. When participants were asked what opportunities they had to develop leadership skills and behaviors during their time in their teacher preparation programs responses were related to volunteer opportunities, church functions, service projects, community engagement, and campus activities.

The results from the study can be used as a resource to support a continuum of teacher leadership and can be used in discussions about supporting teacher leadership preparation and development throughout an educator's career, starting at the preservice stage. Ninety-eight of the 100 participants in the study strongly agreed or agreed that work as a teacher leader was important, but only 45 of the 100 participants answered positively to the statement, "Upon entering the teaching profession I could serve as a classroom teacher and become a teacher leader in my school and/or district." When asked what opportunities teachers have to lead in the

classroom the answers given were related to working well with other teachers and staff, engaging with parents, classroom management, and modeling behaviors for students. When asked what opportunities do teachers have to lead outside of the classroom responses given were related to committee work, team meetings, mentoring programs, extra-curricular activities such as sports and clubs, and after school programs.

These answers and responses are evidence that teacher preparation programs need to provide opportunities for preservice teachers to become aware of what teacher leadership is and the various ways in which educators can acquire and develop leadership skills, knowledge, and dispositions, both formally and informally. Teacher preparation programs in Christian liberal arts institutions have the potential to support preservice teachers in establishing an aspirational foundation for leadership opportunities, perhaps even combined with topical emphasis during student teaching or when completing program capstone work.

There are multiple ways available for preservice teachers to learn about and experience both teaching and leading in their teacher preparation programs. Preservice teachers can learn by having opportunities to informally observe a teacher in his/her informal leadership roles and experiences (Muijs & Harris, 2003). Preservice teachers can also learn about leadership by being connected with formal teacher leaders who serve in leadership roles and positions such as department chairs and instructional coaches (Bae et al., 2016; Hunzicker, 2013), thus providing them with firsthand experiences about the variety of teacher leader roles. Finally, preservice teachers can also be advised by administrators to learn more about the role and impact of the teacher leaders within schools (Barth, 2001; Xie & Shen, 2013).

In addition, preservice teachers need to understand that teacher leadership is a separate career trajectory from administration. Principals, directors of special education, superintendents

and others who serve in roles such as these leave the classroom and move into full-time administration. Administrative contracts contain explicit responsibilities and clear authority is assigned to specific leadership positions. Teacher leaders on the other hand have a teaching contract and have duties inside the classroom in some capacity. The preservice teachers in the study indicated a desire to stay in the classroom. When the participants in the study were asked, "Where do you see yourself professionally in five years?" only six out of the 100 participants answered administration, and two of those six indicated possibly/maybe. All of the other participants said "teaching". Engaging in teacher leadership provides a way for teachers to move along their professional continuum by teaching and leading concurrently.

Preservice teachers in teacher preparation programs need to appreciate the depth and breadth of a teaching career. Preservice teachers need to be equipped to plan their careers and take advantage of leadership opportunities. Preservice teachers need to realize potential exists for teacher leadership within and outside of the classroom upon entering the profession. Preservice teachers need to view the teaching profession as a continuum in which teaching and leading can occur optimally and simultaneously. Preparation of preservice teachers for leadership will result in improved job satisfaction and retention, the modeling of best practices in teaching and leadership, and most importantly, an increase in classroom performance and student achievement.

The results from the study also indicate that the opportunity exists for changes to be made to the curriculum in teacher preparation programs housed within Christian liberal arts institutions to better support the inclusion of teacher leadership and provide an aspirational foundation for preservice teachers. Teacher preparation programs that include leadership concepts in their coursework, teacher leadership experiences in the field, and leadership opportunities as program requirements will better prepare preservice teachers to plan their careers and take advantage

of leadership opportunities upon entering the profession. If teacher leadership is nurtured from preservice, to early, to mid, to advanced career stages, a teacher's work becomes meaningful and fulfilling, thus attracting and retaining the best classroom teachers for their students and building community within the profession (Barth, 2001; Curtis, 2013; Katzenmeyer & Moller, 2009; Smylie, 1995). One example of how this can be done practically and distinctively in a Christian liberal arts college is to focus on community. Smith (2018) stated, "I suspect that one of the most important Christian practices that might sustain Christian teaching and learning is an intentional community, learning continually with others and from others how to live out our vocation to be the body of Christ" (p. 136). Garber (1996) claimed,

Community then becomes a laboratory in which our hopes and dreams become real; we do not keep on keeping on without people of kindred heart and mind pledging their own lives toward the same end, holding us up when the world, the flesh and devil call into question our core commitments and cares. (p. 21)

"Indeed, true community is possible only when people are bound together by a common way of life rooted in a shared vision of life" (Walsh & Middleton, 1984, p. 32).

The preservice teachers in the study indicated that they expect opportunities to develop and practice leadership knowledge, skills, and behaviors. When asked how to learn more about teacher leadership, just over half of the participants answered professional development. Professional development in areas such as how to lead change, adult learning, mentoring, coaching, peer observation, professional development design, action research, and other areas that are not part of typical teacher preparation programs (Bae et al., 2016; Whitney, 2013). If teacher preparation programs within Christian liberal arts institutions provide opportunities for this type of leadership development, then upon entering the profession, teachers can assume leadership positions sooner and with greater confidence, meaningfully

impacting their students and school communities. “The question of the degree to which those practices are distinctive seems less crucial than the question of whether they are genuine manifestations of the faith that we confess and seek to work out in the fabric of our learning” (Smith, 2018, p. 130).

Recommendations

One recommendation for future research in the area of preservice teacher leadership is to conduct a study that tracks preservice teachers into their inservice practices. A longitudinal study could better identify the factors that lead to a successful transition between preservice teacher leadership preparation and provide examples of specific instances where novice teachers realize and act on teacher leadership opportunities. A longitudinal study could also reveal valuable information on placement within Christian or public schools, retention, and job satisfaction upon entering and continuing in the profession. For example, following preservice teachers into inservice Christian school teaching holds the opportunity to discover how Christian liberal arts institutions develop preservice teachers, both theoretically and practically, in areas such as articulating faith and learning and applying a Christian perspective into teaching practices.

In addition, there were only 100 participants in the study, all of whom attended Christian liberal arts institutions of higher education in the same state. Surveying preservice teachers from both public and private institutions of higher education would yield more diverse participants in additional licensure areas, and more information on pedagogy and methodology in teacher preparation programs could be uncovered. If the study was expanded beyond one state, because licensure requirements vary from state to state, results may reveal differences in coursework and assessment requirements leaving open the possibility that leadership in certain states is a part of the coursework in teacher preparation programs.

It is also suggested an additional piece of demographic data be collected to better differentiate between traditional undergraduate students and adult undergraduate students. Adult undergraduate students may be returning to school or may have already earned a bachelor’s degree. The experiences and maturity of adult students are very important factors in how an individual develops leadership skills, behaviors, and aspirations. Taking into account age, life experience, teacher preparation program format, and previous work experiences would add value to the results of the study and provide additional information on the leadership preparation of preservice teachers.

Limitations

The research design of this study does contain limitations related to the fact that some of the student teachers that participated in the study were from a Christian liberal arts institution that has two undergraduate teacher preparation programs – one for traditional-aged students and one for adult and/or licensure only students. The program format should be considered a confounding variable for two reasons: (a) adult program students may have already earned a bachelor’s degree from a different institution and may not take all of their coursework at the institution depending on the number of transfer credits accepted, and (b) maturity and life experiences may influence their leadership behaviors, opportunities, and aspirations.

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